



# **GET STARTED: TAKE THE FIRST STEP!**

## **FACILITATOR GUIDE**

### **SESSION OVERVIEW**

This 40 minute session focuses on self-evaluation, the first step of the career planning process. Students will learn details about this step of the career planning process and participate in three self-evaluation assessment activities.

*Note: This session is recommended following completion of the Pick Up and Go Kit “Get Ready: Plan Your Career!”.*

### **LEARNING OBJECTIVES**

1. Students will understand why self-evaluation is an important step in the career planning process.
2. Students will recognize various methods of self-evaluation.
3. Students will increase their self-awareness by completing a variety of self-assessment activities.
4. Students will link the results of their self-assessments to occupational ideas of interest.
5. Students will realize that self-evaluation is an ongoing, lifelong activity.

### **MATERIALS**

Hand Out 1 – Self-Evaluation Summary Sheet

Hand Out 2 – Interests, Skills and Abilities, Personality Assessments

Hand Out 3 – Learning and Working Smarts Assessment

Hand Out 4 – Workplace Values Assessment

*Teacher References:* Alberta Employment and Immigration publications “Multiple Choices: planning your career for the 21<sup>st</sup> century” and “Assessing You: The First Step in Career Planning” available at [www.alis.alberta.ca](http://www.alis.alberta.ca)

### **OVERVIEW AND TIMELINES**

Introduction – The First Step	7 Minutes
Taking a Look in the Mirror:	30 Minutes
▪ Self-Assessment 1: Interests, Skills and Abilities, Personality	
▪ Self-Assessment 2: Learning and Working Smarts	
▪ Self-Assessment 3: Workplace Values	
Wrap Up – A Lifelong Journey!	3 Minutes





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## ACTIVITIES

### INTRODUCTION – THE FIRST STEP

Outline the five steps of the career planning process:

1. Self-Evaluation
2. Generating Options
3. Researching Options
4. Making Decisions
5. Action Planning

Explain that the focus of this session is on step one of the career planning process, self-evaluation.

Emphasize that it is critical to first know yourself before you are able to identify occupational options that would be a good match for who you are. Important aspects to learn about are interests, abilities / strengths, skills, values, personality, lifestyle, beliefs, constraints.

Ask the students the following questions to develop increased knowledge of the self-evaluation step in the career planning process.

#### 1. What methods could you use to learn about yourself?

##### Top Up List for Facilitators

- Self-assessment activities and quizzes
- Feedback from parents, family, teachers, coaches, friends
- Taking different courses, classes, camps
- Hobbies and interests
- Volunteering
- Paid work experience
- Recreational activities
- Favourite school subjects

#### 2. What are the advantages of finding an occupation and work that matches who you are?

##### Top Up List for Facilitators

- Enjoy work, happy
- Motivated to do well, succeed
- Look forward to going to work
- Stay at job longer
- Comfortable with duties
- Energized by work
- Lower stress levels
- Good mental health

### TAKING A LOOK IN THE MIRROR

Inform the students that self-evaluation is like taking a very close look in the mirror. Explain that they will complete three self-assessments that will reflect important things about them and then link them to occupational ideas based on the results. Emphasize that self-assessments such as these are only the beginning of the self-evaluation process.

Distribute the **Self-Evaluation Summary Sheet** (Hand Out 1).

Explain that students will transfer the results of the three self-assessments into the three boxes on this sheet.





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## Self-Assessment 1:

Explain to the students that this assessment will provide information about a number of different aspects of themselves – interests, skills and abilities, and personality.

Distribute the **Interests, Skills and Abilities, Personality Assessment** (Hand Out 2).

Review the following instructions with the students:

### **Self-Assessment 1 Instructions**

#### ***Pre-assessment instructions:***

- Within each of the 3 assessments on pages 1, 2 and 3, check off all statements that apply
- Total the checkmarks in each of the People, Data, Things, Ideas sections for each assessment

#### ***Post-assessment instructions:***

- Transfer the totals from each section on to the appropriate line within the first box of the Self-Evaluation Summary Sheet (Hand Out 1)
- Total the results of all three assessments on the Self-Evaluation Summary Sheet to determine the highest area(s)
- On page 4, review occupational ideas in the section area with highest score
- Occupational ideas in the other sections may also be reviewed
- Circle at least 5 occupational ideas of interest (they can be in any section)
- Transfer 5 of these ideas into the first box of the Self-Evaluation Summary Sheet

Following completion of this assessment, ask the students if the assessment generated some occupational ideas they already had. Ask them if the assessment also generated some new and different occupational ideas.

## Self-Assessment 2:

Explain to the students that this assessment will help them identify their areas of strength, their “smart” areas, and preferred learning methods.

### **Facilitator Notes on Multiple “Smarts”**

Emphasize to the students that the traditional definition of smart generally referred to doing well in reading, writing and math – “word” and “logic” smarts. These smarts are most often demonstrated in academic performance at school. However, people learn in different ways and have different areas of natural strength that they excel in. Learning about these natural areas of strength will define effective learning techniques and also reflect occupations that use these strengths.

Distribute the **Learning and Working Smarts Assessment** (Hand Out 3).  
Provide the following instructions to the students:





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## Self-Assessment 2 Instructions

### **Pre-assessment instructions:**

- Within each of the eight “smart” sections on pages 1 and 2, check off all statements that apply
- Total the checkmarks made in each section

### **Post-assessment instructions:**

- List the highest two section scores on page 3 of the assessment
- Circle at least five occupational ideas from these two highest “smart” areas on pages 3 and 4
- Transfer the two highest “smart” areas into the second box of the Self-Evaluation Summary Sheet
- Transfer 5 of the circled occupational ideas into the second box of the Self-Evaluation Summary Sheet

Following completion of this assessment, ask the students if knowing their highest strengths and “smarts” will help direct them to certain occupations.

## **Self-Assessment 3:**

Ask the students two questions to introduce this assessment:

### **1. What is a value?**

*A quality (ie. honesty) or element (ie. location) considered to be desirable and important to an individual.*

### **2. How important is it that the occupation you select fit your values?**

*If an occupation matches an individual’s values then the job and work environment will be more satisfying. Remind students about the advantages of finding an occupation that “fits” as discussed in the Introduction of this guide.*

Explain to the students that this assessment will assist them in recognizing their most important values so that they can find occupational ideas that match those values.

Distribute the **Workplace Values Assessment** (Hand Out 4).

Provide the following assessment instructions:

## Self-Assessment 3 Instructions

### **Option 1: (Recommended)**

- Cut Hand Out 4 into strips along the dashed lines
- Read through each value and its description
- Organize value slips in order from most important to least important
- List top three in the third box on the Self-Evaluation Summary Sheet

### **Option 2:**

- Read through list of values and descriptions
- In the blank to the left of each value, place a “1” beside the value that is most important continuing down to “10” for the least important value
- List top three in the third box on the Self-Evaluation Summary Sheet





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Following completion of the assessment, in order to link this assessment to Self-Assessments 1 and 2, ask the students if research would help them confirm that the occupational ideas generated from Self-Assessments 1 and 2 would meet their values. Emphasize the importance of research to make certain their important values would be matched.

Note: The Self-Evaluation Summary Sheet is an excellent artifact for the students' portfolios.

### **WRAP UP – A LIFELONG JOURNEY!**

Ask the students if they did these same assessments again in 10 years, 5 years or even 1 year, would their results be the same? Possibly yes, but more likely no! Over time, some interests and values change, new skills and abilities are developed, values and beliefs evolve. Explain that as change occurs within them, or to them, it is important to return to step one of the career planning process and re-evaluate themselves before determining any occupational or job changes. This could occur many times. Remind the students that they could make on average 17 employment transitions in their working life. By re-visiting this step each time, finding work that “fits” for who they are “now” will be achieved. Self-evaluation is a continual and lifelong journey!

To clarify that the learning objectives have been accomplished, ask the students these questions:

**Can you list different ways to learn about yourself?**

**Are you aware of the importance and advantages of spending time in the Self-Evaluation step in order to find an occupation that will best suit you?**

**Did you develop some new occupational ideas of interest that match the results of your assessments?**

**Do you understand that as you encounter change at different times in your life, you will return to step one of the career planning process to find good “fit” in future jobs?**



**SELF-ASSESSMENT 1: INTERESTS, SKILLS AND ABILITIES, PERSONALITY**

- Record the number of ☒ for each of the following assessments:

**A. INTEREST ASSESSMENT SCORE:**

\_\_\_\_\_ People \_\_\_\_\_ Data \_\_\_\_\_ Things \_\_\_\_\_ Ideas

**B. SKILLS AND ABILITIES ASSESSMENT SCORE:**

\_\_\_\_\_ People \_\_\_\_\_ Data \_\_\_\_\_ Things \_\_\_\_\_ Ideas

**C. PERSONALITY ASSESSMENT SCORE:**

\_\_\_\_\_ People \_\_\_\_\_ Data \_\_\_\_\_ Things \_\_\_\_\_ Ideas

**TOTAL SCORE (A + B + C):**

\_\_\_\_\_ People \_\_\_\_\_ Data \_\_\_\_\_ Things \_\_\_\_\_ Ideas

5 occupations related to People / Data / Things / Ideas that interest me are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**SELF-ASSESSMENT 2: LEARNING AND WORKING "SMARTS"**

- My highest 2 "SMART" areas are:

- \_\_\_\_\_
- \_\_\_\_\_

5 occupational ideas that match my "SMART" areas are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**SELF-ASSESSMENT 3: WORKPLACE VALUES**

- My top 3 WORKPLACE VALUES are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The occupational ideas listed above would match my top workplace values

\_\_\_\_\_ YES \_\_\_\_\_ NO

\_\_\_\_\_ RESEARCH NEEDED



## SELF-ASSESSMENT 1: INTEREST ASSESSMENT

Interests are the things you enjoy doing. This assessment will organize your interests into four categories: People, Data, Things and Ideas. Check off all statements that apply to you.

### PEOPLE

### DATA

Do you like to ...?	<input checked="" type="checkbox"/>	Do you like to ...?	<input checked="" type="checkbox"/>
Entertain a child		Research an interesting topic	
Listen to a friend's problems		Be a treasurer of a club	
Teach someone a new skill		Do scientific experiments	
Help someone who is sick		Work with numbers/statistics	
Lead a group or club activity		Figure a car's gas mileage	
Work with the public		Balance a bank statement	
Run for an office		Enter a science fair	
Sell chocolates for a fundraiser		Keep score at a sports game	
Total		Total	

### THINGS

### IDEAS

Do you like to ...?	<input checked="" type="checkbox"/>	Do you like to ...?	<input checked="" type="checkbox"/>
Bake cookies		Decorate a room	
Work on an old truck		Write a poem or story	
Make crafts like pottery or leather		Edit a school yearbook	
Operate a calculator		Write lyrics to a song	
Do landscaping and gardening		Paint, draw, or doodle	
Operate a digital/video camera		Perform in a school play	
Operate machinery		Play a musical instrument	
Make jewelry		Invent a new product	
Total		Total	

Transfer your total scores into Line A "Interest Assessment Score" – Self-Assessment 1 box of the Self-Evaluation Summary Sheet.

*Adapted from MnCareers 2005 Facilitator Guide*





## SELF-ASSESSMENT 1: SKILLS AND ABILITIES ASSESSMENT

Occupations require different skills and abilities that may be learned or developed. Check all statements that apply to you.

### PEOPLE

### DATA

Do you have the ability for ...?	<input checked="" type="checkbox"/>	Do you have the ability for ...?	<input checked="" type="checkbox"/>
Teaching someone something new		Accounting or bookkeeping	
Supervising a group		Keeping a sports team's statistics	
Caring for others		Researching information	
Hosting events		Testing products or ideas	
Chairing meetings		Investigating problems	
Leading others		Computer programming	
Listening and counseling others		Doing scientific experiments	
Selling goods and services		Collecting information	
Total <input checked="" type="checkbox"/> s		Total <input checked="" type="checkbox"/> s	

### THINGS

### IDEAS

Do you have the ability for ...?	<input checked="" type="checkbox"/>	Do you have the ability for ...?	<input checked="" type="checkbox"/>
Repairing things		Writing stories or poems	
Operating machinery or equipment		Composing melodies or lyrics	
Assembling games or equipment		Designing new products	
Using a variety of tools		Drawing, painting or doodling	
Cooking or baking		Acting or singing	
Operating a sewing machine		Playing a musical instrument	
Woodworking/fabrication		Organizing new organizations	
Construction or farming work		Inventing new things/procedures	
Total <input checked="" type="checkbox"/> s		Total <input checked="" type="checkbox"/> s	

Transfer your total scores to Line B "Skills and Abilities Assessment Score" – Self-Assessment 1 box of the Self-Evaluation Summary Sheet.

*Adapted from MnCareers 2005 Facilitator Guide*



## SELF-ASSESSMENT 1: PERSONALITY ASSESSMENT

Personality is a combination of characteristics that make you different from others. Check all statements that apply to you.

### PEOPLE

### DATA

Are you/Do you...?	<input checked="" type="checkbox"/>	Are you/Do you...?	<input checked="" type="checkbox"/>
Cheerful to those around you		Keep organized	
Helpful to friends and family		Pay close attention to details	
Cooperative when working in a group or on a team		Prefer to work with numbers and statistics	
Responsive to the needs of others		Prefer to do repetitive tasks	
A leader or organizer of a group		Prefer to work on a schedule	
Outgoing and enjoy meeting new people		Think logically (step by step)	
Influence people's opinions		Prefer practical ways of doing things	
Understanding and sympathetic to others		Prefer to work alone	
Total <input checked="" type="checkbox"/> s		Total <input checked="" type="checkbox"/> s	

### THINGS

### IDEAS

Are you/Do you...?	<input checked="" type="checkbox"/>	Are you/Do you...?	<input checked="" type="checkbox"/>
Like to work with rules, limits or standards		Prefer to have a variety of tasks that change often	
Prefer to work with machines and objects rather than people		Curious about how and why things are the way they are	
Efficient		Look for new ways of doing things	
Prefer to work alone		Artistic	
Prefer to work with your hands		Creative	
Mechanical		Prefer to set your own schedule	
Wonder about making something work or run		Flexible in activities and behaviors	
Resourceful with materials and methods		Expressive, a good writer, actor or drawer	
Total <input checked="" type="checkbox"/> s		Total <input checked="" type="checkbox"/> s	

Transfer your total scores into Line C "Personality Assessment Score" – Self-Assessment 1 box of the Self-Evaluation Summary Sheet.





## SOME OCCUPATIONS RELATED TO PEOPLE, DATA, THINGS, and IDEAS

- Total the scores for these three assessments on the Self-Evaluation Summary Sheet.
- Listed below are some examples of people, data, things and ideas occupational choices.
- Circle or highlight at least 5 occupations that interest you. Start by looking in the category you scored highest, but circle or highlight any that interest you.

<p><b><u>PEOPLE</u></b></p> <p>Sales Person Travel Agent Manager Public Relations Person Advertiser Child Care Worker Teacher Recreation Leader Health Care Worker Lawyer</p>	<p><b><u>DATA</u></b></p> <p>Clerical Worker Computer Data Entry Worker Office Administrator Accountant Manager Medical Technician Computer Programmer Engineer Scientist Medical Researcher</p>
<p><b><u>THINGS</u></b></p> <p>Chef Air Traffic Controller Carpenter Welder Automotive Service Technician Construction Worker Farmer Painter Seamstress/Tailor Mill Wright Electronic Repairer</p>	<p><b><u>IDEAS</u></b></p> <p>Artist Photographer Stage Manager Architect Drafter Surveyor Medical Technician Musician Interior Designer Retail Merchant Movie Director</p>





## SELF-ASSESSMENT 2: MY LEARNING AND WORKING SMARTS

*Check all statements that apply to you.*

### HOW IMAGE/PICTURE SMART ARE YOU?

#### Do you like to

- ☐ draw, paint and doodle?
- ☐ notice the images on TV ads?
- ☐ see pictures in your head?
- ☐ take pictures and videos?
- ☐ do jigsaw puzzles and mazes?
- ☐ find your way around a new place?
- ☐ arrange/decorate your room?
- ☐ do crafts or scrap booking?
- ☐ work on an old truck?
- ☐ look at or design websites?

**TOTAL**    /10

### HOW BODY SMART ARE YOU?

#### Do you

- ☐ really enjoy Phys Ed class?
- ☐ enjoy activities such as woodworking, and building?
- ☐ like sewing and crafting?
- ☐ enjoy painting and sculpting?
- ☐ prefer to make models rather than do reports?
- ☐ enjoy dancing and acting?
- ☐ enjoy playing on the school sports teams?
- ☐ enjoy doing science experiments?
- ☐ like moving around the classroom?
- ☐ like fixing things?

**TOTAL**    /10

### HOW WORD SMART ARE YOU?

#### Do you

- ☐ like to tell jokes and tell stories?
- ☐ like to read and write stories?
- ☐ have a good memory for trivia?
- ☐ enjoy English Language class?
- ☐ enjoy playing word games?
- ☐ enjoy writing poetry and/or songs?
- ☐ like participating in class discussions and debates?
- ☐ like composing news stories, e-mails and reports?
- ☐ like reading for fun?
- ☐ spell correctly most of the time?

**TOTAL**    /10

### HOW LOGIC SMART ARE YOU?

#### Do you

- ☐ like to play games like Monopoly?
- ☐ enjoy Science and Math classes?
- ☐ enjoy a logical argument/debate?
- ☐ like to find out how things work?
- ☐ enjoy working on the computer?
- ☐ like making charts and graphs to explain things?
- ☐ enjoy doing Math puzzles and brain teasers?
- ☐ enjoy keeping account of your money?
- ☐ like Science TV shows?
- ☐ not mind memorizing information?

**TOTAL**    /10





### HOW MUSIC SMART ARE YOU?

#### Do you

- ☐ play a musical instrument?
- ☐ listen to music while you study?
- ☐ tap your fingers to the beat of music?
- ☐ like to create rhymes to remember information?
- ☐ remember the melodies to many songs?
- ☐ play melodies in your head?
- ☐ enjoy participating in a choir, band and/or musicals?
- ☐ like to sing and hum?
- ☐ like to make up songs?
- ☐ know the sounds of different musical instruments?

**TOTAL**     /10

### HOW PEOPLE SMART ARE YOU?

#### Do you

- ☐ like working with others?
- ☐ enjoy belonging to teams and clubs?
- ☐ tend to be the peacemaker among your friends?
- ☐ like interacting with children?
- ☐ enjoy leading a discussion?
- ☐ have friends asking for advice to solve their problems?
- ☐ make friends easily?
- ☐ enjoy learning Social Studies?
- ☐ like volunteering for community projects?
- ☐ like going out with your friends?

**TOTAL**     /10

### HOW NATURE SMART ARE YOU?

#### Do you

- ☐ love the outdoors?
- ☐ appreciate the sounds, smells, tastes and textures of nature?
- ☐ enjoy hiking and camping in the wilderness?
- ☐ like gardening?
- ☐ tend to support conservation activities?
- ☐ recycle, reuse and reduce?
- ☐ like taking pictures outside?
- ☐ enjoy outdoor sports?
- ☐ like watching science shows on TV?
- ☐ like it when it is raining or snowing?

**TOTAL**     /10

### HOW SELF SMART ARE YOU?

#### Do you

- ☐ prefer to work on your own?
- ☐ like to write poetry and songs?
- ☐ like to perform solo?
- ☐ know what the problem is when you feel down?
- ☐ like to keep a diary or a journal?
- ☐ enjoy playing sports like golf?
- ☐ enjoy playing games alone like solitaire or hand held video games?
- ☐ think you can do a good job evaluating your own work?
- ☐ prefer to be considered an independent thinker?
- ☐ feel uneasy in a big crowd?

**TOTAL**     /10



## MY SMARTS SUMMARY

List your highest two "SMART" areas:

1. \_\_\_\_\_

2. \_\_\_\_\_

Knowing your strengths helps you to make career choices that best suit your skills and interests. Read the suggested occupations below for your 2 highest SMART areas. Circle or highlight at least 5 occupations that interest you. Add other occupational ideas to the list if you have some.

WORD SMARTS		LOGIC SMARTS	
* Writer	* Manager	* Mathematician	* Math Teacher
* Lawyer	* Librarian	* Scientist	* Pharmacist
* Actor	* Waiter	* Accountant	* Writer
* Comedian	* Customer Service	* Lawyer	* Travel Agent
* Politician	* Receptionist	* Cook	* Mechanics
* Journalist	* Talk Show Host	* Researcher	* Carpenters
* Teacher	* Song Lyrics Writer	* Engineer	* Contractors
* Translator	* _____	* Banker	* _____
* Administrator	* _____	* Computer Programmer	* _____
* Playwright	* _____		
* Public Relations			
IMAGE /PICTURE SMARTS		BODY SMARTS	
* Architect	* Teacher	* Athlete	* Trainer
* Sculptor	* Events Planner	* Massage Therapist	* Artist
* Artist	* Actor	* Dancer	* Stunt Person
* Engineer	* Movie Director	* Actor	* Carpenter
* Cartographer	* Athlete	* Mechanic	* Jeweler
* Cartoonist	* Surgeon	* Construction	* Musician
* Mechanic	* Tradesperson	* Coach	* Oilfield Worker
* Pilot	* Inventor	* Firefighter	* Physiotherapist
* Photographer	* _____	* PE Teacher	* _____
* Designer	* _____	* Welder	* _____
* Decorator	* _____	* Model	* _____
* Surveyor			





## MY SMARTS SUMMARY CONTINUED

### MUSIC SMARTS

- \* Musician
- \* Singer
- \* Conductor
- \* Recording Engineer
- \* Music Teacher
- \* Figure Skater
- \* Choir Director
- \* Disc Jockey
- \* Band Member
- \* Music Arranger
- \* Video Jockey
- \* Musical Actor
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

### PEOPLE SMARTS

- \* Social Worker
- \* Teacher
- \* Psychologist
- \* Customer Service
- \* Nurse
- \* Childcare Worker
- \* Manager
- \* Public Relations
- \* Politician
- \* Rehabilitation Therapist
- \* Doctor
- \* Physiotherapist
- \* Personal Trainer
- \* Waitress
- \* Gerontologist
- \* Events Planner
- \* \_\_\_\_\_
- \* \_\_\_\_\_

### SELF SMARTS

- \* Social Worker
- \* Psychologist
- \* Counselor
- \* Artist
- \* Poet
- \* Entrepreneur
- \* Negotiator
- \* Sports Coach
- \* Teacher
- \* Talkshow Host
- \* Inventor
- \* Writer
- \* Actor
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

### NATURE SMARTS

- \* Veterinarian
- \* Zookeeper
- \* Animal Health Technologist
- \* Fish and Wildlife Officer
- \* Environmental Advisor
- \* Conservationist
- \* Scientist
- \* Doctor
- \* Landscaper
- \* Florist
- \* Astronomer
- \* Meteorologist
- \* Environmental Lobbyist
- \* Farmer
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_





## SELF-ASSESSMENT 3: WORKPLACE VALUES ACTIVITY

*Discover what you need to have most in your work environment!*

- Read each of the value statements.
- Rank them from highest to lowest.
- Record your top three values on your “Self-Evaluation Summary Sheet”.

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### LOCATION

Working and living where I want is important to me.

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### FREEDOM

Having the flexibility to schedule my own work time is important to me.

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### RESPONSIBILITY

Doing things on my own and working with little or no supervision is important to me.

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### CREATIVITY

Thinking up new ideas, programs or ways of doing things is important to me.

---

### SECURITY

Having a steady job with a reasonable rate of pay is important to me.

---

### WORK FIT

Finding work that uses my skills and matches my interests, personality and values is important to me.

---

### KNOWLEDGE

Work that is challenging and involves learning new things and acquiring new skills is important to me.

---

### RELATIONSHIPS

Having daily contact with co-workers, customers, clients or the public is important to me.

---

### RECOGNITION

Receiving visible or public recognition or appreciation for my work is important to me.

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### HELPING SOCIETY

Having work that is meaningful, ethical and makes a difference in the world is important to me.

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*Values adapted from “Multiple Choices: Planning Your Career for the 21<sup>st</sup> Century” – Alberta Employment and Immigration*